

Iowa Teacher Quality Enhancement Grant: Interim Report

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Submitted to:

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Introduction

In the fall of 2004, the Iowa Department of Education (IDOE) applied for a three-year U.S. Department of Education–sponsored Teacher Quality Enhancement (TQE) grant to strengthen teacher education through reforms that hold teacher preparation programs accountable, improve prospective teachers’ knowledge of academic content, and ensure that teachers are well prepared for the realities of the classroom. The grant was subsequently awarded and grant implementation began on October 1, 2005.

The mission of Iowa’s Teacher Quality Enhancement program is to reform and enhance the teaching capacities of Iowa’s future teachers so that every Iowa child will have access to the highest quality education possible. Iowa designed its grant to specifically enhance the quality of new teachers entering the profession through Iowa based colleges and universities—focusing on six core areas (managed by six unique teams): assessment, reading in the content areas, middle level content, English language learners, dispositions assessment, and cross institutional articulation. An additional, relatively new team—Collaboration, Differentiation, and Dispositions (CD2)—is focusing on developing and facilitating collaborations that allow teachers to serve the needs of all students, particularly those with disabilities, gifted and talented students, English language learners, and students who are considered or have the potential for being at-risk.

Learning Point Associates, an Illinois-based nonprofit educational research and professional services organization, was contracted to conduct an evaluation of the grant implementation activities. To that end, an evaluation plan was written to specifically measure the project implementation goals developed by IDOE and to ensure the goals would be implemented with the greatest fidelity across all three years of the grant.

Learning Point Associates is using both formative and summative assessments during the three-year life of the grant to monitor project implementation and determine overall project quality, merit, and worth in relation to project goals and expectations. Essentially, the evaluation will measure interventions designed to promote improvements in the quality of new teachers through comprehensive statewide reform activities.

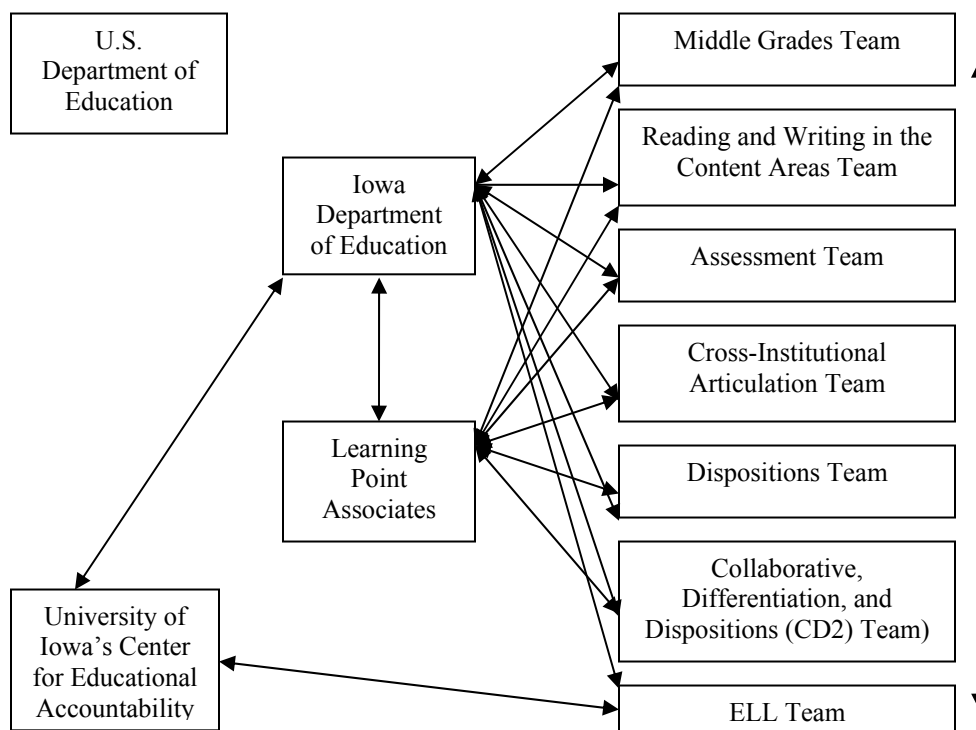
It should be noted that the English language learner evaluation is being conducted by Don Yarbrough and his colleagues at the University of Iowa. The Learning Point Associates evaluation team is working in collaboration with the English language learner evaluation team to ensure complementary approaches to the individual evaluations with the intent of jointly presenting feedback and recommendations to the TQE program director.

This interim report spans implementation activities from the start of grant work until November 2006 and lays out next steps in preparation for the annual evolution report to be delivered in May 2007. It begins with an overview of the evaluation plan and then describes the findings to date, including each of the six team’s achievements and action plan as well as an analysis of the documents collected to date.

Communication Plan

Because of the numerous groups involved in this work, it was important for a communication plan to be established. Figure 1 is a visual depicting the groups involved and the communication patterns used among those groups to facilitate the evaluation of the TQE grant work.

Figure 1. TQE Groups and Communication Patterns



Communication between the groups takes place formally and informally. Types of communication include meetings; progress, interim, and final reports; conference calls; and e-mails. Learning Point Associates is in frequent contact with the Iowa Department of Education, University of Iowa's Center for Educational Accountability (CEA), and the various TQE teams. Learning Point Associates and CEA have a monthly update call focused on the collaborative evaluation. Learning Point Associates also has frequent contact with six of the TQE teams through conference calls or e-mail updates. Specifically, Learning Point Associates conducted a conference call with each team during which we discussed team work plans, timelines, and the evaluation plan. Since those calls, Learning Point Associates has been in contact with each team by e-mail.

Evaluation Plan

During the course of the Iowa TQE Grant evaluation, Learning Point Associates is focusing on the following three main evaluation questions for understanding how Iowa has created and implemented interventions to promote improvements in the teaching capacities of Iowa's future teachers who graduate from Iowa colleges and universities:

- To what extent has Iowa strengthened teaching in the content areas for those who seek to enter the profession of teaching?
- What has Iowa done to reform teacher education programs to make them more effective through rigorous analysis of candidates and program performance data?
- Through collaboration, to what extent is Iowa meeting future challenges to help new teachers meet the educational demands for the 21st century?

Learning Point Associates is using a multimethod approach to assess the evaluation questions and the extent to which each team is meeting objectives. Methods include surveys; interviews; monitoring timelines, deliverables, and implementation; and document review analysis. For this interim report, we concentrated on the following two primary methods for assessing the evaluation questions:

- Monitoring timelines and deliverables.
- Document review analysis.

Update and Findings

Because this interim report represents the first several months of the TQE grant, much of the work that has been completed by the TQE teams is development work, background research, or data collection efforts. For example, teams have developed and disseminated requests for proposal (RFPs), gathered survey data from institutions of higher education (IHEs), and conducted literature searches. Therefore, findings for this interim report focus on the extent to which the teams have successfully implemented their action plans as well as a review of team documents.

TQE Team Achievements and Future Work

A comprehensive and visual timeline of all past, current, and future work for the TQE teams can be found in Appendix A. The timeline highlights each team's goals, objectives, and strategies as well as activities and work that have been accomplished as of November 2006. The timeline also emphasizes future work and activities slated for 2007 through early 2008.

Assessment Team

The Assessment Team has set forth three objectives it hopes to attain in order to fulfill its requirement of the larger Iowa TQE grant goal of “reform improvement through analysis.” The three team objectives are as follows:

- Develop evaluation tools for PK–12 cooperating teachers to provide feedback on student teacher performance.
- Develop assessments of first- and second-year teachers with cooperation of principals and Department of Education evaluation training staff.
- Develop capacity of teacher education programs to gather, manage, and analyze performance data to improve teacher education.

As of November 2006, the Assessment Team has accomplished several activities and has begun work on several initiatives. For example, the team—in collaboration with participating IHEs, the Department of Education evaluation staff, and the state of Iowa—has established an institution-by-institution database that will collect the names and addresses of all former teacher education students who are currently in their first or second year of teaching. In order to be in compliance of the Family Educational Rights and Privacy Act (FERPA), the state will provide students' contact information directly to their respective preparing institution commencing the fall of 2007. The expectation is that the former students can be surveyed regarding their perceptions of the preparation they received. Another accomplishment made by this team includes creating and disseminating an assessment-needs RFP, and awarding nearly \$480,000 to its first round of grantees. These awardees consisted of individual or partnered colleges and universities. The purpose of the RFP was to provide funds targeted toward IHEs' electronic data collection and management systems. Currently, the Assessment Team is in the process of collecting proposals for its second round of RFPs.

Future work for the Assessment Team in 2007 includes announcing and awarding funds to the second round of proposal winners, establishing guidelines as to what is to be included in interim reports submitted by proposal winners, developing a rubric to evaluate the assessment systems created by the awardees, and writing and disseminating the Iowa Department of Education Student Teacher Evaluation (IDESTE) validity and reliability report.

Collaboration, Differentiation, and Dispositions (CD2) Team

The Collaboration, Differentiation, and Dispositions (CD2) Team is the former Collaboration team and a relatively new addition to the Iowa TQE grant. This team of approximately 25–30 individuals—comprised of higher education faculty and administration, current and former teachers, Department of Education (DOE) representatives, Board of Educational Examiners, and area educational agencies (AEA)—has made it their priority to accomplish the following objective:

“To make it possible for every beginning teacher in Iowa to have the knowledge, skills, and dispositions available to provide appropriate and meaningful learning experiences for every student in the classroom, including the ability to effectively collaborate with others in order to provide intentional attention to the specific needs of students with disabilities, gifted and talented students, English language learners, and students who are considered or have the potential for being at risk.”

In order to achieve this objective, the CD2 team has chosen to focus its attention on teacher educators (e.g., professors) as well as at-risk, English language learners (ELL), special education, and gifted students. This team has set out and accomplished several activities since its kick-off meeting on October 13, 2006. Since this meeting, the team has held a forum in New Mexico where it developed a team action plan, analyzed the needs assessment data collected from focus groups held on October 13, determined the overarching competencies needed by beginning teachers to be able to effectively meet the needs of diverse learners in general education classrooms, and identified key themes to be interwoven through their work.

Future work for the CD2 team in 2007 includes establishing an intensive, biannual two- to three-day workshop for teacher educators; developing professional learning opportunities and events for teacher preparation faculty; conducting research on meeting the needs of diverse learners within the classroom; making recommendations for changes for the Chapter 79 Administrative rules on teacher preparation; coordinating and beginning collaborative talks with the other Iowa TQE teams (e.g., Cross-Institutional Articulation, Dispositions, ELL, and Assessment Teams); and exploring partnerships with other professional groups statewide to develop creative and systemic solutions.

Cross-Institutional Articulation Team

The Cross-Institutional Articulation Team has proposed six different goals it expects to achieve in order to reach its larger Iowa TQE grant goal of “reform improvement through analysis.” The team’s six goals consist of the following:

- Notify all important higher education entities in the state about the grant in general and the Articulation Team goals in particular as well as obtain institutional support for articulation work team projects.
- Improve preservice teacher candidates' preparation statewide.
- Create a statewide articulation agreement among two- and four-year colleges of teacher preparation.
- Create a statewide agreement on basic competency testing to enter teacher education programs.
- Strengthen mathematics and oral/written communications skills of preservice candidates.
- Research successful articulation factors and barriers for students transferring from Iowa two-year to four-year and four-year to four-year colleges into education programs.

In March, the team distributed letters and competency test matrices to colleges and universities throughout Iowa that requested each school consider accepting the PPST, C-BASE, or CAAP competency tests as well as agree to and establish an institutional cut-score for each test. The team also began the process of establishing partnerships between community colleges and four-year institutions with the aim of ensuring that community colleges are preparing students who are able to meet the four-year institution's performance and course requirements. To facilitate this process, colleges and universities are currently being recruited at the Interstate New Teacher Assessment and Support Consortium (INTASC) alignment meeting hosted by the Cross-Institutional Articulation Team. Although the partnerships are voluntary, approximately 15 schools have agreed to work together as of November 2006.

Future work for the Cross-Institutional Articulation Team in 2007 includes hosting and recruiting college and university participation at INTASC alignment meetings, developing and disseminating an articulation agreement that will be used between two- and four-year institutions and four-year to four-year institutions, assisting in bringing together and opening the lines of communication between arts and science faculty at two- and four-year institutions; conducting surveys and focus group discussions on the topic of successful articulation factors and barriers students are experiencing when they transfer between institutions, and presenting survey and focus group findings.

Dispositions Team

The Dispositions Team has set forth one objective that it expects to complete in order to achieve its larger Iowa TQE grant goal of "reform improvement through analysis." This objective consists of

Initiating effective techniques for assessing ethical and professional behaviors (dispositions) of teacher education candidates.

This team is working to create and disseminate a template of core teaching dispositions. The purpose of the template is to inform teacher educators, school principals, and teacher candidates about the most suitable and effective behaviors teachers should exhibit if they hope to ultimately

promote learning for their children. In September and October, the Dispositions Team met to read and synthesize the information that was collected throughout the year from variety of sources (e.g., books, articles, conference meetings) as well as to discuss how the dispositions would be assessed. Currently, the team is in the process of recommending to the Advisory Board which dispositions are most influential and effective.

Future work for the Dispositions Team in 2007 include operationalizing the four of five chosen dispositions from the standpoint of first education classes, field experience/practicum, and student teaching; identifying, collecting, or developing assessments from these standpoints; beginning dissemination of the template with the help of the Advisory Board; and hosting a statewide symposium.

Middle Level Content Team

The Middle Level Content Team has set forth one goal that it expects to attain in order to accomplish its larger Iowa TQE goal of “strengthening teaching in the content areas.” The team’s sole goal involves:

Strengthening teaching content areas so that the skills of new secondary and middle school teachers will be reformed and strengthened.

One major accomplishment of this team entailed the development and distribution of its RFP in March that provided funding to four collaborative groups of middle school teams and universities that proposed innovative models of teaching middle school grades that could be implemented into preservice or in-service teacher education programs. The four groups awarded funds included the following:

- Des Moines Schools in collaboration with Drake University
- Gilbert Middle School in collaboration with Iowa State University
- Clarke College in collaboration with Dubuque Middle School
- Luther College in collaboration with Decorah Middle School

Another initiative the Middle Level Content Team has made advancement in is with the review of current middle school endorsement requirements. The team has reviewed information (e.g., research from the National Middle School Association) and has developed a proposal of recommendations that were presented at the regional middle school meeting in Ames, Iowa. The Middle Level Content Team is currently in the process of collecting and analyzing the survey results and focus group discussions from teachers and administrators that asked participants of their beliefs regarding the best middle school teaching practices.

Future work for the Middle Level Content Team in 2007 include presenting the endorsement proposal to the Board of Educational Examiners, continuing to secure feedback on innovate models, and completing the team’s recommendations for the middle school endorsement requirements.

Reading and Writing in the Content Areas Team

The Reading and Writing in the Content Areas Team has set forth one goal that it hopes to attain in order to achieve its larger Iowa TQE grant goal of “strengthening teaching in the content areas.” The team’s sole goal consists of:

Develop models and build capacity of content area teacher educators, teacher candidates, and teachers in using research-based strategy instruction to improve reading and writing in the content areas.

From October 2005 to March 2006, the team developed, refined, disseminated, and collected survey results from AEAs and instructors at IHEs. The two separate surveys created for each group gathered information about methods of instruction or in-service training as well as lists of books and resources used to teach or train teacher candidates. The reading and writing team obtained a 50 percent response rate for both AEAs and higher education institutions.

The reading and writing team faced several setbacks with regards to its *Circulated 2006 Teacher Academy RFP* that was disseminated in March and targeted toward IHEs with the goal of soliciting the participation of teachers trained in Question/Answer Relationship (QAR) and Concept-Oriented Reading Instruction (CORI). The purpose of the RFP was to match school teams that are utilizing CORI and QAR—with IHEs with the objective that the IHE participants will take what they have learned through the CORI and QAR training and implement them at their respective institutions. For a variety of reasons, the team was only able to establish one collaboration between a secondary school and IHE for this year. Currently, the team is laying the foundation for more collaboration for the upcoming spring when it hopes to solicit more participation from neighboring IHEs and CORI/QAR trained teachers. The reading and writing team is tentatively planning to host another summer academy in June 2007 at Waterloo/Cedar Falls and Storm Lake, Iowa.

Another advancement being made by the reading and writing team involves the development of resource materials for Grades 7–12 teachers, teacher educators, and teacher candidates. The function of the resource materials is to help teachers improve teaching reading and writing in specific content areas. Currently, the team is collecting information on these resources as well as investigating venues of possible publication.

Future work for the Reading and Writing in the Content Areas Team in 2007 includes developing of the resource materials for Grades 7–12 teachers, teacher educators, and teacher candidates; publishing the resource materials on the Department of Education and IACTE websites; conducting surveys to determine use and practicality of the materials; and putting forward a second RFP with the goal of establishing partnerships between IHEs and CORI/QAR trained teachers.

Document Review Analysis

Following are summary results of a document review conducted on eight key documents generated and submitted by the following Teacher Quality Enhancement (TQE) teams: the Cross-Institutional Articulation Team, Reading and Writing in the Content Areas Team, Middle

Level Content Team, and Assessment Team. Due to the newly established Collaborative, Differentiation, and Dispositions (CD2) Team in October 2006, there were no documents readily available to review for this team in time for this interim report. Similarly, we were unable to perform a document review analysis of the template of core dispositions that is still in development by the Dispositions Team.

The evaluation team in collaboration with the Assessment and Analytic Support team at Learning Point Associates developed a rubric (see Appendix B) that was used to review the following eight documents:

- Middle School Grant Application: Middle Grades Request for Proposals (RFP).
- Reading and Writing in the Content Areas Survey to Professors and Instructors.
- Reading and Writing in the Content Areas Survey to Area Education Agency (AEA) Reading Consultants.
- Assessment Team's Request for Performance Assessment Systems Funds.
- IACTE Accountability Systems Needs Assessment: Assessment Survey.
- Electronic IDESTE Secondary: IDESTE Rubric.
- Proposal Coordination of 2 and 4 year programs in Teacher Program—Designated Performance Indicators in Core Education Classes: INTASC Matrix.
- Competency Test Letter to Chairs and Iowa Institution Pre-Admission Cut-Off Scores: Competency Test Letter and Competency Test Matrix.

Criteria in the rubric represent TQE grant goals as well as individual team objectives, both of which the evaluation team expects to see reflected in team documents. Rubric criteria on which documents were evaluated include the following:

- Communication.
- Establishing partnerships.
- Practical and/or feasible implementation.
- Strengthening teaching in the content areas.
- Reform teacher education programs through analysis of candidates and program performance data.
- Raises standards and/or accountability for institutions of higher education, administrators, students, or teachers.
- Professional development.
- Assessment.

Some criteria present in the rubric are not relevant for some TQE teams and the team's respective documents. In this case, criteria were marked as "Not Applicable" (N/A) and did not apply to the final review score. To ensure interrater reliability, two members of the evaluation

team evaluated each document individually using the rubric and then compared results and worked to obtain consensus on rating scores.

As mentioned, the information represents only a subset of documents that were evaluated for this initial interim report. More documents will be completed and submitted during the course of the evaluation. All new documents collected after this interim report as well as survey and interview data will be evaluated and discussed in subsequent reports.

Communication

Documents were assessed upon five indicators or criteria related specifically to communication. It should be noted that some components of this section did not apply to all the reviewed documents. In such cases, those documents that received a N/A were included in the rating given for that specific criterion.

Indicator: The expressed purpose of the document reflects Iowa Teacher Quality Enhancement (TQE) Grant goal(s). These are: strengthen teaching in the content areas; improve teaching for diverse populations; reform improvement through analysis; and/or meet future challenges through collaboration.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, the documents clearly reflected the larger Iowa TQE grant goals. Some of the articulated purposes of the documents included “demonstrating effective ways to teach the content areas of reading, math, and science” or “developing the capacity of teacher education programs to gather, manage, and analyze performance data in order to improve teacher preparation” or “establishing a model program that is a collaborative partnership.”

Indicator: Clearly establishes TQE team goals or objectives.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion has been met.

- Under this criterion, there is notable evidence in several documents that the TQE team goals or objectives are clearly established. For example, the Middle Grades Request for Proposal states the team’s goals as “demonstrating to pre-service and in-service teachers’ effective ways to teach the content areas of reading math and science in the middle school and providing professional development for the pre-service and in-service teachers.”

Indicator: States clearly and precisely the purpose of the document.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion has been met.

- Under this criterion, the exact purpose of each document varied greatly. For instance, the surveys developed by the Reading and Writing in the Content Areas Team had the explicit purpose of determining how Iowa's Chapter 79 was being implemented at institutions of higher education and to obtain recommendations on how to move the initiative forward.
- In contrast, the purpose of the IACTE Accountability System Needs Assessment Survey was to determine what assistance and resources IACTE members needed in order to have teacher preparation programs gather, manage, and analyze performance data.

Indicator: Document content and language is directed toward key stakeholders.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, the language and content of the various documents were directed at several key stakeholders, which included IACTE members, public school districts, area education agencies, public and private two- and four-year teacher preparation institutions in Iowa, AEA reading consultants, and secondary school professors and instructors.

Indicator: Clear deadlines are articulated.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, deadlines for submission of survey feedback, proposals, and matrices corrections were clearly articulated in the majority of the documents.

Establishing Partnerships

Documents were assessed upon five indicators or criteria related specifically to establishing or supporting partnerships. It should be noted that some components of this section did not apply to all the reviewed documents. In such cases, those documents that received a N/A were excluded from the rating given for that specific criterion.

Indicator: Identifies and includes IHEs, administrators, or other key stakeholders as support mechanisms in achieving team goals or objectives.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, several documents identified several important stakeholders that are or would be willing to become support mechanisms or partners in achieving team goals. These stakeholders included Iowa Department of Education, Board of Examiners, Grades 7–12 teachers, teacher preparation professors, public school districts, professional organizations, and student teachers.

Indicator: States clearly and precisely the intent for the partnership.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, those documents such as the Middle Grades RFP and the Competency Test Letter and Matrix, whose exclusive goal was to establish partnerships, clearly stated that the intent of the partnerships was to promote collaboration and create partnerships among schools, colleges, and area education agencies and to establish a “formal agreement amongst institutions.”

Indicator: States clearly and precisely the goals and expectations of the partnership or the partnership organization.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, some documents such as the Middle Grades RFP expected grant awardees to institute approaches that would be used in their “pre-service and in-service educational activities that utilize research based strategies and promote and sustain high expectations for all children.”
- Other documents such as the Competency Test Letter and Matrix hoped to ascertain teacher preparation programs’ willingness to accept alternative tests and the cut-scores they were willing to adopt.

Indicator: States clearly and precisely if there are any consequences for breaking the contract, agreement, or partnership.

Rating: Minimal Coverage

Review of the documents cited above shows evidence that minimal coverage of this criterion has been met.

- Under this criterion, some documents required participants to agree and sign a “statement of assurances,” but there were no clear statement to address what could or would occur should the participant fail to comply with the agreement.
- Other documents failed to address what consequences, if any, would befall IHEs that initially agreed to accept competency tests but then later refused to recognize some (or all) of the tests during the admission process.

Indicator: Specifically identifies the names of individuals or organizations that have agreed or are willing to agree to partnerships.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion has been met.

- Under this criterion, the Competency Test Matrix identified approximately 31 colleges and universities in Iowa that have agreed or are willing to agree accept all three competency tests and cut-off scores. Some schools included Mt. Mercy, UNI, University of Iowa, Drake, and Iowa Wesleyan.

Practical and/or Feasible Implementation

Documents were assessed upon seven indicators or criteria related to practical and/or feasible implementation. It should be noted that some components of this section did not apply to all the reviewed documents. In such cases, those documents that received a N/A were excluded from the rating given for that specific criterion.

Indicator: Document provides detailed policy background or context.

Rating: No Coverage

Review of the documents cited above shows evidence that no coverage of this criterion was met.

- Under this criterion, the majority of the documents did not succeed in giving a detailed policy background or context for their work. For example, many documents neglected to explain the development of their respective initiative(s).
- One document only briefly mentions the No Child Left Behind Act, but falls short on describing to readers how it impacted or led about the creation of the document.

Indicator: Gives detailed description of initiatives/activities.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, the descriptions of the initiatives and activities were often found throughout the documents. One document, the Middle Grades RFP went into great detail about the various initiatives it hoped to achieve.

Indicator: Sets clear guidelines for how and when details of the document will be implemented (i.e., funding; reporting).

Rating: Minimal Coverage

Review of the documents cited above shows evidence that minimal coverage of this criterion was met.

- Some documents such as the competency test letter, neglected to state to the participants when their schools or teacher preparation programs should be expected to implement the proposed new strategies or initiatives.

Indicator: Establishes guidelines for how to use or implement suggested policies, practices, initiatives, or activities (i.e., implementing the product).

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, some documents such as the Middle Grades RFP and the INTASC Matrix went into great detail to establish guidelines for how to use or implement suggested policies, practices, initiatives, or activities. For instance, the Middle Grades RFP suggested that grantees partner “highly skilled teachers to contribute to content courses modeling pedagogy for that content for the higher education institutions” or develop “effective strategies to teach diverse learners in the middle school.”

Indicator: There is a focus on sound educational research and practice.

Rating: Minimal Coverage

Review of the documents cited above shows evidence that minimal coverage of this criterion was met.

- Under this criterion, there was a range in the amount of focus on sound educational research and practice. For example, some documents overlooked and neglected the discussion of what a sound educational system, program, or initiative should consist of while others in contrast gave a more detailed description of how scientifically based research and professional development contributed to their work.

Indicator: Clearly articulated strategies for supporting new teacher candidates.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, the majority of the documents such as the INTASC Matrix, Middle Grades RFP, and the Competency Test Letter and Matrix articulated precise strategies for the support of new teacher candidates. They included such strategies as creating streamlined performance indicators, creating a formal agreement among institutions to prevent students from incurring additional costs, showing teachers effective ways to teach the content areas of reading, mathematics, and science.

Indicator: Has clearly defined plans to utilize respondents’ feedback results such as guidelines for reviewing or evaluating work.

Rating: Minimal Coverage

Review of the documents cited above shows evidence that minimal coverage of this criterion was met.

- Under this criterion, the majority of the documents did not articulate clear plans for how they would utilize the results or feedback.

Strengthening Teaching in the Content Areas

Documents were assessed upon two indicators or criteria related specifically to strengthening teaching in the content areas. It should be noted that some components of this section did not apply to all the reviewed documents. In such cases, those documents that received a N/A were excluded from the rating given for that specific criterion.

Indicator: Clearly defined strategies for building both content knowledge and pedagogical knowledge in mathematics, reading, writing, and science.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, some of the documents had clear and wide-ranging strategies for building both content knowledge and pedagogical knowledge in mathematics, reading, writing, and science. Some strategies that were recommended included creating collaborations between IHE departments and arts and science departments; creating collaborative partnerships between preservice and in-service teachers; and utilizing student assessment data, local standards, and district curriculum in planning instruction.

Indicator: Focus on curriculum alignment with national/state/district standards or performance indicators.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, one document required that proposals include narratives that stated how their activities would be aligned with national content standards in science, mathematics, and literacy.
- Other documents demonstrated alignment with state performance indicators.

Reform Teacher Education Programs Through Analysis of Candidates and Program Performance Data

Documents were assessed upon six indicators or criteria related specifically to reforming teacher education programs through analysis of candidates and program performance data. It should be noted that some components of this section did not apply to all the reviewed documents. In such cases, those documents that received a N/A were excluded from the rating given for that specific criterion.

Indicator: The pedagogical strategies that are recommended meet standards for scientific research.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- For example, the Middle Grades RFP and the INTASC Matrix required a statement in the submitted proposal describing how their activities were research based or recommending that student teachers plan their instructions based upon the knowledge of the subject matter and state curriculum models, respectively.

Indicator: Utilizes classroom, district, state, and other assessments as well as data to determine program/curriculum effectiveness or need.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, the intent of some documents such as the Reading and Writing Survey to the professors and instructors and the IACTE Accountability Systems Needs Assessment Survey was to collect curriculum data to determine program needs.
- Additional documents such as the Middle Grades RFP required participants to utilize student achievement data to describe program goals.

Indicator: Clearly identifies which competencies, practices, courses, policies, or procedures need to be taught, assessed, or monitored.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Examples of courses that needed to be taught, assessed, or monitored included children's literature, English language arts, mathematics, science, foreign language, social studies, human relations, developmental and educational psychology, Field 1 and 2, and educational media.
- Examples of competencies that needed to be taught, assessed, or monitored included the PPST, C-Base, and CAAP competency tests.

Indicator: States specific minimum and/or maximum cut-off or acceptance criteria (i.e., cut-off scores, grade point average, course credits).

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, both the INTASC and Competency Test Matrices cited specific minimum cut-off scores or criteria.

Indicator: Establishes guidelines for reporting data on teacher candidates.

Rating: Minimal Coverage

Review of the documents cited above shows evidence that minimal coverage of this criterion was met.

- Under this criterion, the documents varied in the extent to which they established guidelines for reporting data on teacher candidates. Some documents such as the IDESTE Rubric, utilized a Likert scale ranging from 1 (Not Met/ Unacceptable) to 5 (Met With Strength/Exemplary) to evaluate and identify the areas of achievement and improvement for student teachers. In contrast, other documents failed to state whether the required interim report should include data on teacher candidates.

Indicator: Establishes clear strategies to help in the development of teacher educators.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, various documents offered several strategies to help in the development of teacher educators. Some examples included asking AEAs directly what roadblocks are present and what assistance they would require to increase Grades 7–12 teachers' teaching strategies in reading.
- Other notable strategies consist of encouraging student teachers to collaborate with students, families, colleagues, and the community to help with enhancement of student learning; and developing electronic data collection and management systems that can be replicated statewide.

Raises Standards and/or Accountability for Institutions of Higher Education, Administrators, Students, or Teachers

Documents were assessed upon two indicators or criteria related specifically to raising standards or accountability for IHEs, administrators, students, or teachers. It should be noted that some components of this section did not apply to all the reviewed documents. In such cases, those documents that received a N/A were excluded from the rating given for that specific criterion.

Indicator: Requires clearly defined formative or summative strategies for tracking the effectiveness of work.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, some documents required that participants submit written evaluation and accountability plans while others required the submission of interim reports

Indicator: States how, when, or how frequently teachers, students, or IHEs will be monitored (i.e., surveys, evaluations, twice a year).

Rating: Minimal Coverage

Review of the documents cited above shows evidence that minimal coverage of this criterion was met.

- Under this criterion, some documents failed to assert how frequently data should be collected, analyzed, and reported. This is particularly evident in one document that hopes to use the information garnered from the interim report to determine whether specific programs are replicable statewide.

Professional Development

Documents were assessed upon four indicators or criteria related specifically to establishing or supporting professional development initiatives for student teachers. It should be noted that some components of this section did not apply to all the reviewed documents. In such cases, those documents that received a N/A were excluded from the rating given for that specific criterion.

Indicator: Components of professional development are clearly aligned with state and national standards.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, some documents such as the Middle Grades RFP provided detailed descriptions of professional development efforts and activities as well as how they should be incorporated or reflected in the awardees' initiatives.

Indicator: Learning activities are clearly described and are relevant and rigorous.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, some documents such as the IDESTE Rubric and INTASC Matrix give readers clear examples of what relevant and rigorous learning activities should consist of. For example, learning activities should be clear, logical, and sequential; are clearly connected to instructional objectives; and use available resources such as technology.

Indicator: Establishes guidelines or strategies for ensuring that professional development translates into effective classroom strategies.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, several documents such as the Middle Grades RFP and the IDESTE Rubric establish clear strategies for ensuring that professional development translates into effective classroom strategies. For example, the Middle Grades RFP suggests that enhanced and ongoing professional development follow the Iowa Professional Development Model.

Indicator: Establishes guidelines for tracking and monitoring staff participation in professional development and the extent to which participants show evidence of needed growth (i.e., through survey feedback).

Rating: Minimal Coverage

Review of the documents cited above shows evidence that minimal coverage of this criterion was met.

- Under this criterion, some documents failed to state how the new professional development programs or initiatives that have been proposed would be monitored or tracked effectively once implemented.

Assessment

Documents were assessed upon six indicators or criteria related specifically to assessing and tracking the effectiveness of the various initiatives or programs. It should be noted that some components of this section did not apply to all the reviewed documents. In such cases, those documents that received a N/A were excluded from the rating given for that specific criterion.

Indicator: Establishes guidelines or strategies to solicit and track school administration support for teacher professional development programs and initiatives.

Rating: Minimal coverage

Review of the documents cited above shows evidence that minimal coverage of this criterion was met.

- Under this criterion, some documents failed to clarify whether the school administration should be included in the collaboration.

Indicator: Clearly defined strategies to evaluate and monitor the effectiveness of teacher education programs.

Rating: Minimal Coverage

Review of the documents cited above shows evidence that minimal coverage of this criterion was met.

- Under this criterion, some documents do not state how the data will be mapped back to measure the effectiveness of teacher education programs or whether the data will be used to evaluate or monitor the success of the teacher education programs.

Indicator: Utilizes various tools (i.e., assessments, rubrics) to monitor the success of policies, programs, or initiatives.

Rating: Minimal Coverage

Review of the documents cited above shows evidence that minimal coverage of this criterion was met.

- Under this criterion, some documents request respondents to submit a course syllabus but only if they answered “yes” to a specific question on the survey.
- Other documents fail to require awardees such as the recipients of the electronic data collection system funds to utilize other methods to monitor the success of their programs.

Indicator: Use of multiple assessments for diagnostic and reteaching purpose.

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, some documents suggest that student teachers and their evaluators should examine lesson plans, teacher materials, partake in observations, and use other teaching tools.

Indicator: States how internal and/or external evaluators will be utilized.

Rating: Minimal Coverage

Review of the documents cited above shows evidence that minimal coverage of this criterion was met.

- Under this criterion, several documents failed to state who would be evaluating and analyzing results or feedback.
- Other documents briefly noted that review panels would be used to evaluate the RFPs.

Indicator: Solicits feedback from key stakeholders through various mediums (i.e., survey, evaluation).

Rating: Extensive Coverage

Review of the documents cited above shows evidence that extensive coverage of this criterion was met.

- Under this criterion, several documents utilized various mediums to solicit information from key stakeholders. These mediums included letters, e-mails, phone, and collecting respondents' contact information.

Conclusion and Next Steps

The information about the TQE team action plans as well as document review results provide some evidence for the successful implementation of the Iowa TQE grant and progress toward individual team goals. Each team has taken steps forward toward meeting its objectives, with some further along than others.

Ongoing areas for continuous improvement include the following:

- TQE teams should maintain efforts to meet deadlines, provide updates, and garner feedback from stakeholders.
- Documents developed by the TQE teams should continue to reflect the relevant criteria proposed in the rubric. Team documents up to this point have successfully covered important criteria such as communication, establishing partnerships, strengthening reading and writing in the content areas, and reforming teacher education programs through analysis of candidates and program performance data. Examples of how team documents could be improved include providing a more specific policy context and supplying more detail as to how respondents' feedback will be reviewed or evaluated.
 - In order to get a more accurate and representative account of the overall quality of documents, TQE teams should plan to include all items (i.e. cover letters, statement(s) of use or purpose, etc) that accompany key documents which are subject to Learning Point Associates' evaluation and review.

Next Steps in the Evaluation Process

The evaluation through the remainder of the school year will focus on gathering survey and interview data to assess the extent to which the TQE teams are meeting their objectives and how the evaluation questions are being addressed. For example, the final report will include interview results from RFP awardees; further document review; and interview and survey results from IHE faculty and administrators. See the timeline in Appendix A for more details about upcoming work and areas for measuring achievement of team goals.

The Learning Point Associates evaluation team will continue to work closely with the University of Iowa's CEA; the Iowa Department of Education; and the TQE teams in order to continually monitor the quality implementation of Iowa's TQE grant. The first final evaluation report to be delivered in May will provide useful information to enhance each team's continued contribution to the Iowa TQE work.

Appendix A. Iowa Teacher Quality Evaluation Timeline

Iowa TQE Grant Goals and Teams Assigned to Each Goal	Specific Team Goals, Objectives, and/or Strategies	Key Activities for Measuring Achievement of Team Goals	January 2006 to August 2006	September 2006	October 2006	November 2006	December 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008
Goal 1: Strengthen teaching in the content areas. ■ Reading and Writing in the Content Areas Team ■ Middle-Level Content Team	Middle Level Content Team Goal 1: To Strengthen teaching content areas so that the skills of new secondary and middle school teachers will be reformed and strengthened. Strategy 1a: Collaborate teams will prepare models for new programming that will be implemented into teacher education programs. Strategy 1b: Current middle school licensure requirements will be reviewed and revised.	Middle Level Content Team ■ Request for Proposal (RFP) development and dissemination ■ Awarding of funds to winning proposals. ■ Sequester feedback from key stakeholders on winning models ■ Voluntary implementation of models in schools ■ Conduct surveys and focus groups with teachers and administrators to determine the best practices for teaching middle schools ■ Present focus group findings to the Board of Educational Examiners ■ Develop and disseminate new middle school endorsement requirements	► RFPs developed and disseminated ► January 2006: Deadline for proposals ► March 2006: Proposals reviewed and 1st round of awardees notified	► Received status updates from first round of awardees (four groups total) ► Conducted site visits with awardees ► September 29 (Decorah, IA): Developed proposal regarding endorsement requirements	► Presented models at statewide middle school meeting—obtained feedback ► October 29 (Ames, IA): Endorsement requirement proposal presented at regional middle school meeting—Obtained feedback	► Attend National Middle School meeting ► Presenting models to Board of Educational Examiners, the State Board of Education, and IA Association of College Teachers in Education—Obtain feedback ► Conduct survey and focus group with teachers and administrators	► Dec. 1: Interim reports from first round of awardees due ► Analyze data from focus groups	► March 2007: Report on focus group findings presented to the Board of Educational Examiners			► New endorsement requirements in place at colleges. Graduates of class of 2008 will be first to complete pilot models

Grant Goals	Team Goals	Key Activities	1/06–8/06	9/06	10/06	11/06	12/06	Spring 2007	Summer 2007	Fall 2007	Spring 2008
Goal 2: Improve teaching for diverse populations. ■ English Language Learners (ELL) Team	Reading and Writing in the Content Areas Team Goal 1: Develop models and build capacity of content-area teacher educators, teacher candidates, and teachers in using research-based strategy instruction to improve reading and writing in the content areas. Strategy 1a: Determine current state practices in teaching reading and writing in Grades 7–12 content areas and gaps in knowledge and practice. Strategy 1b: Provide resource material for Grades 7-12 teachers, teacher educators, and teacher candidates to use in increasing and improving teaching reading and writing in specific content areas. Strategy 1c: Provide opportunities for professional development that is ground in research and based on the IA Professional Development Model for teams of IHE content methods instructors and 7–12 teachers in strategies designed to enhance reading achievement through the content areas.	Reading and Writing in the Content Areas Team ■ Develop and disseminate separate surveys to AEAs and instructors to assess how Chapter 79 rules are being implemented at IHEs and what roadblocks and assistance is needed ■ Develop and disseminate report of survey findings ■ Collect syllabi ■ Provide resource materials for Grades 7–12 teachers, teacher educators, and teacher candidates ■ Develop and disseminate surveys to determine the usefulness of the resources materials ■ Implement a matching program between IHES and QAR- and CORI-trained teachers	► Developed and refined two separate surveys for AEA Reading Consultants and Professors to assess Chapter 79 implementation and roadblocks to implementation ► Feb. 14: Surveys disseminated ► March 10: Survey responses due ► March 2006: Team disseminates the <i>Circulated 2006 Teacher Academy RFP</i> to solicit participation to attend a summer 2006 academy ► April 11: Team meeting to discuss key themes from surveys ► Survey report completed and disseminated to IHE Chairs, AEAs, and IDOE administrators		► Begin the groundwork to garner participation from IHEs and QAR- and CORI-trained teachers to attend the Summer 2007 academy; follow-up session	► Investigate venues of publication (i.e., IACTE and Department of Education website) and gather information on the topic of resource materials that can improve teaching reading and writing in specific content areas		► Conduct follow-up calls with IHEs to determine success of QAR/CORI matching	► June 2007: Host 2007 Summer Academy at Waterloo / Cedar Falls and Storm Lake (tentative locations) ► June 10 and 30 (tentative): Dr. Nance Wilson will offer two QAR training sessions		

Grant Goals	Team Goals	Key Activities	1/06–8/06	9/06	10/06	11/06	12/06	Spring 2007	Summer 2007	Fall 2007	Spring 2008
Goal 3: Reform improvement through analysis. ■ Assessment Team ■ Cross-Institutional Articulation Team ■ Dispositions Team	Cross-Institutional Articulation Team Goal 1: Notify IHEs in the state about the grant in general, the team's goals in particular, and obtain institutional support for articulation work team projects. Goal 2: Improve preservice teacher candidates' preparation statewide. Goal 3: Create a statewide articulation agreement among two- and four-year colleges of teacher preparation. Goal 4: To create a statewide agreement on basic competency testing to enter teacher education programs. Goal 5: To strengthen mathematics and oral/written communication skills of preservice candidates. Goal 6: To research successful articulation factors and barriers for students transferring from Iowa two-year to four-year colleges and four-year to four-year colleges into education programs. Strategy 1a: Make personal presentations or send letters to power groups and individual institutions at the presidential level.	Cross-Institutional Articulation Team ■ Develop and distribute letters to key stakeholders to inform and garner support of the teams goals and initiatives ■ Host INTASC alignment meetings to recruit participation from universities and community colleges ■ Develop and distribute INTASC matrix ■ Develop and disseminate articulation agreement ■ Survey four-year IHEs to determine which tests they require, cut-off test scores, etc. ■ Develop and distribute Competency Test Matrix ■ Bolster talks between arts and science and education faculty at two- and four-year institutions ■ Develop and distribute surveys and conduct focus group discussions IHEs and transfer students to ascertain what difficulties they are reporting with regards to transferring between schools	► Barry Wilson sends out competency test letter to key stakeholder to garner support of the teams activities ► INTASC matrix developed ► Competency Test matrix developed and disseminated to colleges and universities ► April 1: Due date to hear back from schools regarding willingness to accept alternative tests and adoption of cut-off scores	► Sept. 18: INTASC Alignment Meeting- Recruitment of IHEs		► Nov. 10 (Ankeny, IA): Submit grant at the IA State Education Association and Community Colleges Administrators Forum	► Begin the process of developing survey to administer to transfer students and IHEs about barriers to transferring	► Begin writing the articulation agreement ► February 19 or 26: INTASC Alignment meeting; arts and science faculty slated to attend ► April 15–17: Present results of the survey/focus groups at the IACTE meeting	► Team to encourage participating schools to set up regional meetings with their transfer partners ► June 11: INTASC alignment meeting		

Grant Goals	Team Goals	Key Activities	1/06–8/06	9/06	10/06	11/06	12/06	Spring 2007	Summer 2007	Fall 2007	Spring 2008
Goal 3 (continued)	<p>Strategy 2a: Infuse the use of INTASC standards statewide into all education courses at two-year institutions and imbed the use of the statewide rubric for evaluating student teachers and teacher candidates at the two-year college level.</p> <p>Strategy 3a: Organize a serious discussion among two- and four-year institutions.</p> <p>Strategy 4a: Survey four-year institutions for which tests they require and accept; meet to create a statewide consensus among four-year institutions on which tests and cut scores they require and accept, and disseminate this agreement to students.</p> <p>Strategy 5a: To work with arts and science faculty and education faculty at two- and four-year institutions through meetings designed around transfer patterns throughout the state of Iowa among partners.</p> <p>Strategy 6a: Survey institutions on what difficulties they're reporting and survey Iowa's education transfer students and present the data.</p>										

Grant Goals	Team Goals	Key Activities	1/06–8/06	9/06	10/06	11/06	12/06	Spring 2007	Summer 2007	Fall 2007	Spring 2008
Goal 4: Meeting future challenges through collaboration ■ Collaboration, Differentiation, and Dispositions Team	<p>Assessment Team</p> <p>Objective 1: Develop evaluation tools for PK-12 cooperating teachers to provide feedback on student teacher performance.</p> <p>Objective 2: Develop assessments of first- and second-year teachers with cooperation of principals and DE evaluation training staff.</p> <p>Objective 3: Develop capacity of teacher education programs to gather, manage, and analyze performance data to improve teacher education.</p> <p>Strategy 1a: Assure the validity and reliability of the IDESTE and get it into electronic format.</p> <p>Strategy 2a: Create an institution-by-institution database that can be used to track and survey graduates.</p> <p>Strategy 3a: Survey teacher education programs of their assessment needs and provide the necessary resources and assistance to programs.</p>	<p>Assessment Team</p> <ul style="list-style-type: none"> ■ Develop electronic version of IDESTE and begin administering it each fall ■ Write and disseminate IDESTE validity and reliability report ■ Create and support an institution-by-institution database containing the names and contact information of recent graduates ■ Develop and disseminate an assessment-needs survey to teacher education programs ■ Develop and disseminate an assessment-needs RFP and award funds to winning proposals (two rounds of grantees) ■ Develop rubric to evaluate assessment systems for the second round of grantees 	<p>► 2006: Team helps to initiative and develop an institution-by-institution database that stores alumni contact information; the hope is that these former students can be tracked and surveyed in the future</p> <p>► January 15: Deadline for Assessment Needs proposals due</p> <p>► January 27: Proposals are reviewed by panel</p> <p>► August 15: Interim Reports due from 24 grantees</p>	<p>► IDESTE Administered to entire population of student teachers</p> <p>► New RFP released</p>	<p>► Gather information and assess teacher education program needs at the State Association meeting</p> <p>► Due to some delays, remaining interim reports from first round of grantees submitted</p>	<p>► November 15: RFP for second round of grantees disseminated</p> <p>► Developing rubric for evaluating assessment systems for second round of grantees</p>	<p>► Validation of IDESTE test scores to be completed</p> <p>► IDESTE validity and reliability report to be completed</p> <p>► December 15: Final Reports due from first round of 24 grantees; deadline for second round of proposals due</p>	<p>► March 2007: Second round of proposals are reviewed by panel</p> <p>► April 2007: Winning proposals are announced</p>		<p>► IA to begin collecting contact information on student alumni electronically and put into database</p> <p>► IDESTE Administered to practicing teachers</p>	

Grant Goals	Team Goals	Key Activities	1/06–8/06	9/06	10/06	11/06	12/06	Spring 2007	Summer 2007	Fall 2007	Spring 2008
Goal 4: Meeting future challenges through collaboration ■ Collaboration, Differentiation, and Dispositions Team	Dispositions Team Objective: Initiate effective techniques for assessing ethical and professional behaviors (dispositions) of teacher education candidates. Strategy: Develop a template of core dispositions.	Dispositions Team ■ Review and synthesize information collected in past year (i.e., books and articles, work from Advisory board, literature reviews) ■ Identify and operationalize key dispositions ■ Develop and disseminate template (i.e., advice and handbook) (end of Year 2 or 3) ■ Host statewide symposium (Year 3) for IHEs, AEAs, and school districts to discuss findings	► Collected information on dispositions from various sources (e.g., books, articles, conferences)	► Sept. 15: Read and synthesize collected information	► Oct. 6: Identify key dispositions	► Sept. 15 meeting outcomes to be presented to Advisory Board		► Begin operationalizing the chosen dispositions from three points/areas: (a) First education classes (b) Field experience/practicum (c) Student teaching		► Dissemination of template	► Host Statewide Symposium (tentative)

Grant Goals	Team Goals	Key Activities	1/06–8/06	9/06	10/06	11/06	12/06	Spring 2007	Summer 2007	Fall 2007	Spring 2008
Goal 4: Meeting future challenges through collaboration ■ Collaboration, Differentiation, and Dispositions (CD2) Team	CD2 Team Objective: To make it possible for every beginning teacher in Iowa to have the knowledge, skills, and dispositions available to provide appropriate and meaningful learning experiences for every student in the classroom, including the ability to effectively collaborate with others in order to provide intentional attention to the specific needs of students with disabilities, gifted and talented students, English language learners, and students who are considered or have the potential for being at-risk. Strategy: Establish 2-3 day intensive workshops held biannually Strategy: Develop professional learning opportunities/events for teacher preparation faculty Strategy: Conduct research on meeting the needs of diverse learners within the classroom Strategy: Explore partnerships with other professional groups statewide to develop creative, systemic solutions	CD2 Team ■ Determine overarching competencies for beginning teachers regarding meeting the needs of diverse learners ■ Coordinate talks with the Assessment, ELL, Cross Institutional Articulation, and Dispositions Teams ■ Develop professional learning opportunities/events for teacher preparation faculty ■ Conduct research on meeting the needs of diverse learners within the classroom ■ Incorporate the use of the Iowa Decision Making Model (IDEA RTI Model)			► October 13 (Des Moines, IA): CD2 first official team meeting	► October 31–November 4: CD2 Team attends Forum in New Mexico where it developed an Action Plan and collaborated on a host of initiatives	► Using various data sources, the CD2 hopes to create rationale and/or explanation that clearly defines the problem being addressed	► Define Common Terms ► CD2 Regional Meeting ► February 2007 (tentative): Host two- to three-day intensive workshop	► CD2 Regional Meeting ► Host two- to three-day intensive workshops (<i>tentative</i>)		

Appendix B. Iowa Teacher Quality Evaluation Document Review Rubric

Scoring Rubric

<p style="text-align: center;">-2-</p> <p style="text-align: center;">Extensive Coverage</p> <ul style="list-style-type: none">• Information is clearly articulated, apparent and easily located within the document.• Information provided within the document sufficiently addresses the targeted indicator under this thematic area.
<p style="text-align: center;">-1-</p> <p style="text-align: center;">Minimal Coverage</p> <ul style="list-style-type: none">• Information is not directly apparent within the document.• Information inadequately addresses the targeted indicator under this thematic area.
<p style="text-align: center;">-0-</p> <p style="text-align: center;">No Coverage</p> <ul style="list-style-type: none">• There appears to be no coverage of required information in the document that addresses the targeted indicator under this thematic area.

Communication

Indicator	Rating	Document Number(s)	Page Number(s)	Notes
<p>The expressed purpose of the document reflects Iowa Teacher Quality Enhancement Grant goal(s). These are:</p> <ul style="list-style-type: none"> • Strengthen teaching in the content areas. • Improve teaching for diverse populations. • Reform improvement through analysis. • Meet future challenges through collaboration. 				
Clearly establishes TQE team goals or objectives.				
States clearly and precisely the purpose of the document.				
Document content and language is directed toward key stakeholders.				
Clear deadlines are articulated.				

Establishing Partnerships

Indicator	Rating	Document Number(s)	Page Number(s)	Notes
Identifies and includes IHEs, administrators, or other key stakeholders as support mechanisms in achieving team goals or objectives.				
States clearly and precisely the intent for the partnership.				
States clearly and precisely the goals and expectations of the partnership or the partnership organization.				
States clearly and precisely if there any consequences for breaking the contract, agreement, or partnership.				
Specifically identifies the names of individuals or organizations that have agreed or are willing to agree to partnerships.				

Practical and/or Feasible Implementation

Indicator	Rating	Document Number(s)	Page Number(s)	Notes
Document provides detailed policy background or context.				
Gives detailed description of initiatives/activities.				
Sets clear guidelines as to how and when details of the document will be implemented (funding; reporting).				
Establishes guidelines for how to use or implement suggested policies, practices, initiatives, or activities (implementing product).				
There is a focus on sound educational research and practice.				
Clearly articulated strategies for supporting new teacher candidates.				
Has clearly defined plan to utilize respondents feedback results, such as guidelines for reviewing or evaluating work.				

Strengthen Teaching in the Content Areas

Indicator	Rating	Document Number(s)	Page Number(s)	Notes
Clearly defined strategies for building both content knowledge and pedagogical knowledge in mathematics, reading, writing, and science.				
Focus on curriculum alignment with national/state/district standards or performance indicators.				

Reform Teacher Education Programs Through Analysis of Candidates and Program Performance Data

Indicator	Rating	Document Number(s)	Page Number(s)	Notes
The pedagogical strategies that are recommended meet standards for scientific research.				
Utilizes classroom, district, State and other assessments and data to determine program/curriculum effectiveness or need.				
Clearly identifies which competencies, practices, courses, policies, or procedures need to be taught, assessed, or monitored.				
States specific minimum and/or maximum cut-off or acceptance criteria (i.e., cut-off scores; GPA, course credits).				
Establishes guidelines for reporting data on teacher candidates.				
Establishes clear strategies to help in the development of teacher educators.				

**Raises Standards and/or Accountability for IHEs,
Administrators, Students, or Teachers**

Indicator	Rating	Document Number(s)	Page Number(s)	Notes
Requires clearly defined formative or summative strategies for tracking the effectiveness of work.				
States how, when, and/or how frequently teachers, students, or IHEs will be monitored (i.e., surveys, evaluations).				

Professional Development

Indicator	Rating	Document Number(s)	Page Number(s)	Notes
Components of professional development are clearly aligned with state and national standards.				
Learning activities are clearly described and are relevant and rigorous.				
Establishes guidelines or strategies for ensuring that professional development translates into effective classroom strategies.				
Establishes guidelines for tracking and monitoring staff participation in professional development and the extent to which participants show evidence of needed growth (i.e., through survey feedback?).				

Assessment

Indicator	Rating	Document Number(s)	Page Number(s)	Notes
Establishes guidelines or strategies to solicit and track school administration support for teacher professional development programs and initiatives.				
Clearly defined strategies to evaluate and monitor the effectiveness of teacher education programs.				
Utilizes various tools (i.e., assessments, rubrics) to monitor the success of policies, programs, or initiatives.				
Use of multiple assessments for diagnostic and reteaching purposes.				
States how internal and/or external evaluators will be utilized.				
Solicits feedback from key stakeholders through various mediums (i.e., survey, evaluation).				